DOCUMENT RESUME

ED 182 993 FL 010 879

AUTHOR Kyes, Robert L.
TITLE Linguistics, Psychology, and the Teaching of German: An Annotated Bibliography.
PUB DATE [79]
NOTE 25p.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Annotated Bibliographies: *Applied Linguistics: Classroom Techniques: *Educational Research: Educational Theories: *German: *Language Instruction: Learning Difficulties: *Second Language Learning: Surveys: *Teaching Methods

ABSTRACT

The purpose of this annotated bibliography is to bring to the attention of the German teacher some of the critical issues in language teaching methodology and pedagogical theory that have been of concern recently. The bibliography points out some specific works that have a clear and direct bearing on what happens in the German classroom. The works listed here represent several general categories: (1) relationships of linguistic and psychological theory to learning problems, (2) surveys of methods and theories, (3) experiments that have thrown some light on well-known and persistent problems, and (4) classroom procedures that language teachers have found to be effective. Most of the citations refer to articles culled from major pedagogical journals and from other journals. (Author)

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LINGUISTICS, PSYCHOLOGY, AND THE TEACHING OF GERMAN

An annotated Bibliography

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INTRODUCTION

During the past two decades, much attention has been focused on possible applications of linguistics and psychology to the teaching of foreign languages. Hundreds of articles, monographs, and books have appeared that deal with every imaginable aspect of foreign language teaching and learning. Small fortunes have been made as publishing companies have sought to take part in this area of lively interest and often intense debate. New journals devoted to foreign language pedagogy have materialized and enjoy wide circulation.

For teachers of foreign languages, the late 1950's and 60's were an age of exhuberant optimism. Foreign language enrollments grew, while language-study centers and institutes--the willing beneficiaries of legislative acts and federal munificence--prospered and multiplied. Linguists were bending themselves to the tasks of providing structural analyses and contrastive studies, and of formulating pedagogical doctrine. Language teachers were eagerly and confidently--perhaps too confidently--following where the scholars led, or at least where they pointed.

But toward the mid 60's a feeling of uneasiness began to pervade the profession; four closely related phenomena conspired to turn optimism into despair.

1) The programs were not working. The optimistic promises of the 50's were simply not being realized. With a few splendid exceptions, the programs, centers, and institutes were not producing fluent speakers of foreign languages. School boards and administrators contemplated with horror their commitment to expensive foreign language programs that were not producing the expected results, and to sophisticated electronic apparatus that was rapidly falling into disrepair.

2) Interest in foreign language study was waning. Many educated and influential people were seriously questioning the extent and nature of this country's participation in international affairs. Effective international participation had earlier been one of the main justifications for encouraging the study of foreign languages, but now foreign interest was regarded by many as being a perverse and unwelcome meddling in the destinies of other peoples. Students were genuinely and profoundly skeptical regarding the value of foreign language study. At the same time, the government was shifting its interest and its largess away from middle class concerns, and toward the hitherto neglected members of this society, the poor. The New Frontier was being replaced by the Great Society.

3) While students were questioning the value of language study, some psychologists were questioning the validity of its theoretical foundations. They saw the pedagogical strategies advocated by linguists as being too narrowly and rigidly behavioristic. Formerly in the minority, overshadowed by established Skinnerian behaviorists, these psychologists were beginning to find their voice, as well as ears willing to heed that voice. The current doctrine, they felt, placed too great an emphasis on the mechanical manipulation of linguistic structures, and too often failed to take into account

the essential ingredient of language, the creative capacities of the individual human being. It ignored the student's mind.

4) Meanwhile, a revolution had taken place in linguistic theory that severely disrupted confidence in established methods of, approaches to, and techniques for language teaching.

The purpose of this Bibliography is to bring to the attention of the German teacher some of the critical issues in language teaching methodology and pedagogical theory that have been of concern recently, as well as to point out some specific works that have a clear and direct bearing on what happens in the German classroom. The works listed here represent several general categories: relationships of linguistic and psychological theory to language teaching and learning; applications of linguistics to specific learning problems; surveys of methods and theories; experiments that have thrown some light on well-known and persistent problems; and classroom procedures that language teachers have found to be effective. Most of the articles were culled from the major pedagogical journals, i.e. The Modern Language Journal, Foreign Language Annals, Language Learning, and Die Unterrichtspraxis. Other journals, such as the International Review of Applied Linguistics, Deutsche Sprache, Zielsprache Deutsch, etc. are also represented.

No attempt was made to be exhaustive in compiling this Bibliography; indeed, considerable selectivity was exercised in order to avoid overwhelming the reader with a plethora of peripheral matters. The notes that accompany the entries are intended to provide a general notion as to their content and orientation; they do not presume to offer opinions as to relative merit.

It is hoped that the reader, with the aid of this Bibliography, will be able to sift through the various points of view that have been advanced during the past twenty-or-so years, preserve that which he considers worth preserving, and consider once again that which he might feel inclined to abandon.

R. L. K.

BIBLIOGRAPHY

1 Andresen, Helga. 1973. Ein methodischer Vorschlag zur Unterscheidung von Ergänzung und Angabe im Rahmen der Valenztheorie. Deutsche Sprache 1.49-63.

Andresen summarizes previous attempts to differentiate between Ergänzung and Angabe on the basis of Sinnotwendigkeit, and shows how these attempts have failed. She proposes definitions based on morphological dependency between verb and case, and describes a commutation test for determining this. Her approach can not apply to non-nominal units.

2 Aronson, Howard I. 1973. The Role of Attitudes about Languages in the Learning of Foreign Languages. MLJ 57.323-329.

The author discusses some psychological factors that inhibit students' foreign language performance.

3 Austin, Gerhard. 1975. Der Konjunktiv II im ersten Jahr Deutsch. Zielsprache Deutsch 1975:3.2-9.

Austin suggests a series of steps for the teacher to follow in clarifying the modal gradations conveyed by the contrast indicative-subjunctive II. The gradations are attributed to the degree of distance adopted by the speaker vis-a-vis the state or action expressed by the verb.

4 Basilius, Harold A. 1953. A Structuralist View of German Syntax. MLJ 37. 130-133.

This is a brief description of Drach's use of semantic criteria to account for the order of elements in German sentences (cf. Erich Drach, Grundgedanken der deutschen Satzlehre, 4th ed., Darmstadt: Wissenschaftliche Buchgesellschaft, 1963; 1st ed. appeared 1937).

5 Bazan, Beverly Moen. 1964. The Danger of Assumption without Proof. MLJ 48. 337-346.

The author gives an objective evaluation of some highly revered principles of audiolingual foreign language teaching, with some thought-provoking questions.

6 Becker, Donald A. 1977. The Etymological Dictionary as a Teaching Device. Die Unterrichtspraxis 10:1.70-77.

Becker proposes a way of familiarizing advanced German students with etymological dictionaries, through problem-solving exercises. Three possible formats, with examples, are given.

7 Belyayev, B. V. 1963. The Psychology of Teaching Foreign Languages. Trans. by R. F. Hingley. Oxford: Pergamon Press.

Belyayev attempts to discover a psychological basis for the teaching of foreign languages. Rejecting both the grammar-translation approach and

the direct approach, he formulates a strategy for achieving linguistic intuition and the ability to communicate on an intellectual level.

8 Benson, Pamela Cohelan, and Christine Hjelt. 1978. Listening Competence: A Prerequisite to Communication. MLJ 62.85-89.

Experiments indicate that early emphasis on speaking hinders the student's capacity to process foreign language data. The authors summarize some of those experiments.

9 Benson, Roger A. 1976. Some Semantic Roles of Modern German mittels, mit, von, durch. Die Unterrichtspraxis 9:2.73-79.

Semantic feature analysis is employed to describe the distinctions between these four prepositions in passive constructions.

10 Benware, Wilbur A. 1976. A Presistent (sic) Problem of Prepositional Usage. Die Unterrichtspraxis 9:2.65-73.

Several locative prepositions are discussed in terms of their semantic features. The concept of dimension emerges as particularly useful in their selection, e.g. zu vs. in, zu vs. nach, in vs. an.

11 Bergmann, Rolf, and Peter Pauly. 1971. Neuhochdeutsch: Arbeitsbuch zum linguistischen Unterricht. Göttingen: Vandenhoeck & Ruprecht.

A sketch of the phonological, morphological, syntactic, and semantic structures of Modern Standard German is presented, with historical background.

12 Bernstein, Wolf. 1975. Sprachvergleich und Bezugnahme auf die Muttersprache im Fremdsprachenunterricht. Zielsprache Deutsch 1975:3.17-25.

Bernstein presents arguments on behalf of contrastive analysis. Three kinds of relationships exist between the native language and the foreign language: difference, similarity, and identity. Bernstein sees similarity as the major source of error.

13 Bolinger, Dwight. 1968. The Theorist and the Foreign Language Teacher. FLA 2.30-41.

Bolinger offers a critique of common audiolingual practices and of efforts to replace them by the mentalistic dogma espoused by Chomsky et al.

14 Bondzio, Wilhelm. 1971. Valenz, Bedeutung und Satzmodelle. In: Beiträge zur Valenztheorie, ed. by Gerhard Helbig, 85-103. The Hague & Paris: Mouton.

Valence is defined in terms of content, not form or class. The relationship between valence and syntactic structure is shown.

15 Bouma, Lowell. 1973. The Semantics of the Modal Auxiliaries in Contemporary German. (Janua Linguarum, Series Practica, 146.) The Hague & Paris: Mouton.

Bouma analyzes the meanings of the German modal auxiliaries and their functions within a restricted semantic system.

16 Briere, Eugene J. 1966. Quantity before Quality in Second Language Composition. Language Learning 16.141-161.

This is a description of a classroom experiment aiming at fluency, as opposed to accuracy, in writing in a foreign language. The language in this case is English, but the implications for German are clear.

17 Brooks, Nelson. 1964. Language and Language Learning: Theory and Practice. 2nd ed. New York: Harcourt, Brace & World.

This book is one of the most-quoted and most-criticized expositions of foreign language pedagogy. Somewhat idealistic in expectations, and currently under attack from many quarters, it is nonetheless basically sound and enlightening.

18 Bünting, Karl-Dieter, and Detlef C. Kochan. 1973. Linguistik und Deutschunterricht. Kronberg Ts.: Scriptor.

The authors consider how linguistics may be effectively integrated into language instruction in the German Gymnasien. Part I contains a definition of linguistics and its sphere of inquiry, and surveys its history and major schools of thought. In Part II the authors explore the history of German Sprachdidaktik and describe approaches to achieving communicative competence. The emphasis is on semiotics and discourse.

19 Burger, Harald. 1973. Idiomatik des Deutschen. (Germanistische Arbeitshefte, 16.) Tübingen: Niemeyer.

Burger presents a study of the structure, types, and functions of German idiomatic expressions.

20 Carroll, John B. 1963. Research on Teaching Foreign Languages. In: Handbook of Research on Teaching, ed. by Nathaniel Lees Gage, 1060-1100. Chicago: Rand McNally.

This is a detailed discussion of areas of foreign language teaching and learning that--as of 1963--were in need of experimentation and research, based on the author's model of the learning process. Contains extensive bibliography.

21 _____. 1965. The Contributions of Psychological Theory and Educational Research to the Teaching of Foreign Languages. MLJ 49.273-281.

Carroll reviews and discusses recent developments, and issues a call for further work on foreign language learning theory.

22 _____. 1966. Research in Foreign Language Teaching: The Last Five Years. In: Language Teaching: Broader Contexts, Northeast Conference on the Teaching of Foreign Languages, Reports of the Working Committees, ed. by Robert G. Mead, 12-42. New York: MLA Materials Center.

Carroll reports on what has been done, and what needs to be done, in research on foreign language teaching.

23 Cassirer, Sidonie, and W. Hollmann. 1967. The Teaching of Literature and the Language Gap: Tape Programs for Initial Literature Courses. The German Quarterly 40.234-252.

Active use of the foreign language should not cease with the introduction of literary texts. The authors propose techniques for activating new vocabulary and patterns in conjunction with literary studies.

24 Catford, J. C. 1968. Contrastive Analysis and Language Teaching. In: Contrastive Linguistics and Its Pedagogical Implications, 159-173. (Monograph Series on Languages and Linguistics, 21.) Washington, D.C.: Georgetown University Press.

Contrastive analysis is useful in that it provides explanations of the nature and source of specific learning problems, rather than through providing techniques of instruction or error-prediction.

25 Diller, Karl Conrad. 1971. Generative Grammar, Structural Linguistics, and Language Teaching. Rowley, Mass.: Newbury House.

A strong appeal is made on behalf of the direct method of foreign language teaching. Diller's analysis of the behavioristic and mentalistic theories is biased and unenlightening, but his discussion of the direct method merits serious attention.

26 Di Pietro, Robert J. 1968. Contrastive Analysis and the Notions of Deep and Surface Grammar. In: Contrastive Linguistics and Its Pedagogical Implications, 65-80. (Monograph Series on Languages and Linguistics, 21.) Washington, D.C.: Georgetown University Press.

The author purports to render explicit the relationships between surface phenomena and underlying grammatical primes, as a means of formulating contrastive statements. The approach is purely theoretical, with no consideration of 'pedagogical implications.'

27 _____. 1971. Language Structures in Contrast. Rowley, Mass.: Newbury House.

This curious volume appears to try to show conclusively that linguistics is of little or no help to contrastive analysis, and that contrastive analysis is of little or no help in language teaching.

28 Ebert, Robert Peter. 1975. A Note on the Analysis and Teaching of German Word Order. Die Unterrichtspraxis 8:1.60-66.

Ebert takes issue with Esau (1972) and Fichtner (1970), showing that the application of their rules may lead to ungrammatical sentences.

29 Ehnert, Rolf. 1974. Ich könnte dich fressen 'vor' Liebe--oder 'aus' Liebe? Zielsprache Deutsch 1974:1.30-37.

The distributions of vor and aus are described as being regulated by the semantics of the verb phrase.

30 Ehnert, Rolf. 1975. Der [ʁ]-Laut und seine Verbindungen. Zielsprache Deutsch 1975:3.10-12.

Ehrnert gives a brief discussion of the articulation and distribution of German postvocalic /r/.

31 Engel, Ulrich. 1970. Satzbaupläne und Satzanalyse. Zielsprache Deutsch 1970:3.104-122.

In this valence model for generating German sentences, ten types of Ergänzungen are identified, and categorized according to semantic and syntactic criteria. The author distinguishes between obligatory, non-obligatory, and free Ergänzungen.

32 Esau, Helmut. 1972. A New Approach to the Teaching of German Word Order in Elementary German. Die Unterrichtspraxis 5:2.127-139.

The author argues for the primacy of finite-verb-last in German syntax, as a linguistic reality and pedagogical strategy.

33 Estarellas, Juan, and Timothy F. Reagan, Jr. 1966. Effects of Teaching Sounds and Letters Simultaneously at the Very Beginning of a Basic Foreign Language Course. Language Learning 16.173-182.

An experiment is described whose purpose was to test the assumption that listening and speaking should be taught before reading and writing. The authors conclude that the assumption is not valid.

34 Ewing, Wallace K. 1972. The Mentalist Theory of Language Learning. FLA 5.455-462.

Ewing presents the transformationalist view of the nature and process of language learning. Criticisms of the audiolingual approach are precise and direct; recommendations are vague but interesting.

35 Fichtner, Edward G. 1970. Clause Formation and Sentence Building: A Generative Model of German Syntax. Die Unterrichtspraxis 3:1.7-28.

German clauses are derived from a basic six-slot infrastructure through the application of rules. Through his generative model, Fichtner seeks to clarify such persistent problems as placement of accent, word order, and topicalization.

36 Flämig, Walter. 1971. Valenztheorie und Schulgrammatik. In: Beiträge zur Valenztheorie, ed. by Gerhard Helbig, 105-121. (Janua Linguarum, Series Minor, 115.) The Hague & Paris: Mouton.

This is a sketch of the development and current (1971) state of valence theory, with suggestions for its application in German schools.

37 Folsom, Marvin H. 1974. Two Productive Patterns. Die Unterrichtspraxis 4:7.105-108.

The productive patterns discussed are the prefixes er- and ver- in the sense of 'to acquire by -ing' and 'to make an error in -ing'.

38 Frey, Herschel J. 1968. Audio-Lingual Teaching and the Pattern Drill. MLJ 52.349-355.

Pattern drills are classified and discussed in the context of the controversy between audiolingual and cognitive approaches to language teaching.

39 Fullerton, G. Lee. 1977. On Teaching the Subjective Use of the Modal Auxiliaries. Die Unterrichtspraxis 10:2.73-78.

The semantic opposition stative:non-stative is applied to the clarification of the proper subjective use of the German modal auxiliaries, e.g. why Er muss nach Hause kommen means 'He has to come home' but not 'He must be coming home'.

40 Götze, Lutz. 1974. Zur Frage des 'strukturellen Zentrums' in einer Valenzgrammatik für Lernzwecke. Zielsprache Deutsch 1974:1.22-29.

Götze attempts to define rigorously the German verb phrase (Verbalkomplex) through application of semantic criteria.

41 _____. 1975. Zum Problem der Ergänzungssätze in spontan gesprochener Sprache. Zielsprache Deutsch 1975:1.16-22.

The author discusses some syntactic differences between formal written German and informal spoken German. Patterns that appear in the former as complex embeddings are often realized in the latter as simple conjoinings with und--but under strict limitations.

42 Grew, James H. 1964. Toward Better Classroom Teaching. MLJ 48.83-88.

Grew gives practical hints on how to conduct a class effectively.

43 Grittner, Frank M. 1969. A Critical Re-examination of Methods and Materials. MLJ 53.467-477.

The author considers the rationale for including foreign languages in the curriculum, course content and objectives, teaching materials, and research in foreign language teaching and learning.

44 Grosse, Rudolf. 1971. Zum Verhältnis von Form und Inhalt bei der Valenz der deutschen Verben. In: Beiträge zur Valenztheorie, ed. by Gerhard Helbig, 123-132. (Janua Linguarum, Series Minor, 115.) The Hague & Paris: Mouton.

Grosse proposes a semantically based determination of valence, and shows how this may be discovered through paraphrase.

45 Gunter, Richard. 1960. Proportional Drill as a Technique for Teaching Grammar. Language Learning 10.123-134.

One type of pattern drill is described and its use justified. Examples are English, but the technique is easily applied to other languages.

46 Hall, Robert A., Jr. 1968. Contrastive Grammar and Textbook Structure. In: Contrastive Linguistics and Its Pedagogical Implications, 175-183. (Monograph Series on Languages and Linguistics, 21.) Washington, D.C.: Georgetown University Press.

Hall makes a strong case for the value of contrastive analysis in foreign language teaching, and points out some of the fallacies propounded by the transformationalists in their attempts to deal with problems in this area.

47 Halliday, M. A. K. 1966. General Linguistics and Its Application to Language Teaching. In: Patterns of Language: Papers in General, Descriptive, and Applied Linguistics, by Angus McIntosh and M. A. K. Halliday, 1-41. Bloomington & London: Indiana University Press.

Halliday specifies the properties of language subject to formal linguistic description (context, grammar, lexis, phonology), and discusses the comparison of languages in the light of these properties.

48 Halliday, M. A. K., Angus McIntosh, and Peter Strevens. 1964. The Linguistic Sciences and Language Teaching. Bloomington: Indiana University Press.

A rigorous framework for foreign language teaching is presented, based on a model of grammar derived mainly from J. R. Firth and Daniel Jones. Part I describes the model; Part II is a discussion of its pedagogical applications.

49 Hanzelli, Victor E. 1968. Linguistics and the Language Teacher. FLA 2.42-50.

The author discusses the excesses to which linguists and language teachers have gone in their attempts to relate linguistic theory to pedagogical practice.

50 Hartmann, Wilfried. 1975. Grammatik im Deutschunterricht: Didaktische Überlegungen auf generativer Grundlage. (Informationen zur Sprach- und Literaturdidaktik, 2.) Paderborn: Schöningh.

Hartmann seeks to establish justification for and an approach to the formal study of grammar in the German public school curriculum. Of particular interest is Chapter 3, in which he examines several generative models.

51 Hayes, Alfred S. 1965. New Directions in Foreign Language Teaching. MLJ 49.281-293.

This is an informal discussion of three neglected areas in foreign language instruction: kinesics (situational stylistics), comprehension (as against active response), and programmed instruction.

52 Helbig, Gerhard. 1971a. Die Negation "nicht" in der deutschen Gegenwartssprache. Glottodidactica 5.51-68.

The author examines several formulations that purport to describe the position of nicht, and finds them inadequate. He posits a set of observations that must be included in a complete account of negation, and then gives that complete account.

53 Helbig, Gerhard. 1971b. Theoretische und praktische Aspekte eines Valenzmodells. In: Beiträge zur Valenztheorie, ed. by Gerhard Helbig, 31-49. (Janua Linguarum, Series Minor, 115.) The Hague & Paris: Mouton.

This introduction to current problems and assumptions of valence theory focuses on the difference between obligatory, non-obligatory, and free elements in the verb phrase.

54 _____, and Wolfgang Schenkel. 1973. Wörterbuch zur Valenz und Distribution deutscher Verben. 2nd ed. Leipzig: VEB Bibliographisches Institut.

Selected German verbs are specified for valence, syntactic environment, and semantic environment. An introduction to valence theory is given on pages 9-68.

55 _____, and Joachim Buscha. 1974. Deutsche Grammatik für den Ausländerunterricht. Leipzig: VEB Verlag Enzyklopädie.

The authors give an explicit description of German morphology and syntax, aimed at teachers and textbook writers. Word classes are sub-categorized syntactically and semantically.

56 Higa, Masanori. 1965. The Psychological Concept of 'Difficulty' and the Teaching of Foreign Language Vocabulary. Language Learning 15.167-179.

Higa attempts to define 'difficulty' as a psycholinguistic concept in relation to meaning, and discusses factors involved in the acquisition of new vocabulary items.

57 Hill, Archibald A. 1955. Language Analysis and Language Learning. Foreign Language Bulletin No. 41, Modern Language Association of America.

Hill explains how linguistics can help the language teacher distinguish good texts from bad ones.

58 Hok, Ruth. 1962. The Challenge of Oral Drills. Language Learning 12.47-55.

Hok discusses the nature, purpose, and limitations of oral pattern drills.

59 _____. 1964. Oral Exercises: Their Type and Form. MLJ 48.222-226.

Various types of oral drills are classified, with suggestions as to their usefulness and applicability.

60 _____. 1966. Principles and Techniques Characteristic of the Oral Approach. Language Learning 16.87-92.

Hok lists the practices that she has observed in the English Language Institute at The University of Michigan.

61 Holschuh, Albrecht. 1972. Der erste Tag zählt. Die Unterrichtspraxis 5:2. 145-148.

The author describes one possible approach to the first day of beginning German.

62 Hopkins, Edwin A. 1970. Some Thoughts on the um ... zu Construction and Its Deep Structure. Die Unterrichtspraxis 3:1.47-59.

German um ... zu is not always equivalent to English 'in order to'. Hopkins suggests possibilities for deriving um ... zu and other semantically related constructions from the same deep structure.

63 _____. 1970. English and German Complementizers: A Contrastive Study. Die Unterrichtspraxis 3:1.60-71.

Hopkins investigates the English 'for ... to' construction and its German equivalent (usually a dass-clause, never für ... zu). He employs a transformational model.

64 _____. 1975. Cleft and Case: Two Sources of Interference for FL Learners. Die Unterrichtspraxis 8:2.27-38.

The source of errors in patterns like 'It's me' = Ich bin's = *Es ist mich lies not in a forgotten rule of German, but rather in rules of English of which students (and teachers) are unaware. These rules involve grammatical devices for marking "new information," which are quite different in the two languages.

65 Huebner, Theodore. 1965. How to Teach Foreign Languages Effectively. Revised ed. New York: New York University Press.

This is a practical guide to foreign language teaching, intended mainly for high school teachers.

66 Hughes, John P. 1968. Linguistics and Language Teaching. New York: Random House.

Hughes gives an elementary, non-technical introduction to linguistics, language teaching, and the relationships between them.

67 Hummel, Robert D. 1976. A Developmental Approach to Reading: Concentric Strategies for Structural Mastery with Particular Attention to the Modified-Adjective Construction. Die Unterrichtspraxis 9:2.50-61.

The author proposes a strategy for developing reading skills based on the exploitation of short-term memory, hence stressing left-to-right eye movement rather than beginning-to-end, right-to-left eye movement, supported by identification and anticipation of structures.

68 Hutchinson, Joseph C. 1961. Modern Foreign Languages in High School: The Language Laboratory. U.S. Department of Health, Education and Welfare Bulletin No. 23.

Hutchinson explains the designs, operation, and purposes of language laboratories, with glossary and bibliography.

69 Jakobivits, Leon A. 1970. Foreign Language Learning: A Psycholinguistic Analysis of the Issues. Rowley, Mass.: Newbury House.

This book combines a thoroughly documented critique of audiolingual instruction with an examination of the numerous variables (psychological, physiological, social, cultural) involved in becoming bilingual. The author points out areas for research, and suggests ways of evaluating language proficiency, aptitude, and attitudes. He outlines his concept of learner-oriented 'compensatory language instruction'.

70 Jakobovits, Leon A., and Barbara Gordon. 1974. The Context of Foreign Language Teaching. Rowley, Mass.: Newbury House.

The authors examine the current state of foreign language teaching in this country, and conclude that it is one of unmitigated disaster. They offer remedies via Transactional Engineering.

71 Joiner, Elizabeth. 1974. The Self-Directed Dialogue: A Technique for Conversational Practice. FLA 7.414-416.

Suggestions are offered for initiating and maintaining spontaneous conversation among students.

72 Kaufmann, Gerhard. 1974. Zur 'konzessiven' Beziehung. Zielsprache Deutsch 1974:1.1-21.

Sentences may contain two or more constituents the relationship between which is concessive. Kaufmann posits a semantic description of this relationship, and explores some of its syntactic and lexical manifestations in written German.

73 Kirch, Max S. 1968. The New German Grammar. MLJ 52.345-349.

This is a brief sketch of how new discoveries in linguistics have thrown new light on certain aspects of German grammar.

74 Kirkwood, Henry W. 1969. Aspects of Word Order and Its Communicative Function in English and German. Journal of Linguistics 5.85-107.

The author investigates the extent to which word order may be manipulated to convey differences in meaning.

75 Koekkoek, Byron J. 1970. The Impact of Transformational Linguistics on Language Teaching. Die Unterrichtspraxis 3:1.3-6.

While pointing out the inflence of transformational theory on language teaching through an examination of statements in Walsh 1966, Koekkoek also discusses some misinterpretations perpetrated by transformationalists, as well as Chomsky's (1966 Northeast Conference) misunderstanding of the structuralist approach to language teaching.

76 Kovach, Madeline. 1963. An Active Language Teaching Method. The German Quarterly 36.279-286.

The author combines aspects of the 'traditional' approach with audiolingual techniques in dealing with written texts in intermediate German classes.

77 Kreidler, Charles W. 1963. The Alternative Question as a Teaching Device. Language Learning 13.65-75.

Kreidler describes a type of exercise that departs from repetition and one-step substitutions, and approaches realistic communication.

78 Kufner, Herbert L. 1962. The Grammatical Structures of English and German. Chicago: University of Chicago Press.

This is a contrastive analysis of some aspects of German and English morphology and syntax. Although sketchy and eclectic, it is the most complete contrastive study available.

79 Lado, Robert. 1957. Linguistics across Cultures: Applied Linguistics for Language Teachers. Ann Arbor: University of Michigan Press.

Lado's study is an early attempt to relate linguistics to language teaching. Although many of his ideas survive intact, his behavioristic approach has made him easy prey for those reluctant to accept the promises of audiolingual theory.

80 _____. 1961. Language Testing: The Construction and Use of Foreign Language Tests. London: Longmans.

Lado describes and evaluates various testing devices, and suggests areas for further experimentation.

81 _____. 1964. Language Teaching: A Scientific Approach. New York: McGraw-Hill.

The author relates linguistics, psychology, and technology in formulating strategies for foreign language teaching.

82 Lane, Harlan. 1962. Experimentation in the Language Classroom: Guidelines and Suggested Procedures for the Classroom Teacher. Language Learning 12. 115-121.

Lane gives step-by-step instructions for identifying a problem, constructing an experiment that focuses on the problem, and evaluating and presenting the results of the experiment.

83 Lee, W. R. 1968. Thoughts on Contrastive Linguistics in the Context of Language Teaching. In: Contrastive Linguistics and Its Pedagogical Implications, 185-194. (Monograph Series on Languages and Linguistics, 21.) Washington, D.C.: Georgetown University Press.

Contrastive linguistics has a place in determining what should be taught in

a foreign language course, but more important than mechanical control of problem areas is the meaningful use of the language in communication.

84 Leeson, Richard. 1975. Fluency and Language Teaching. London: Longman.

Fluency is defined as a complex of linguistic and psychomotor skills. Leeson analyzes this phenomenon, and the nature of language skills, and draws implications for the design of foreign language programs.

85 Locke, William N. 1965. The Future of Language Laboratories. MLJ 49.294-304.

Locke gives a brief history of language laboratories, plus some optimistic predictions for the future.

86 Lohnes, Walter F. W. 1970. The Basic Structure of English and German Assertions. Die Unterrichtspraxis 3:2.41-49.

Lohnes examines the order of elements and placement of syntactic stress in verb phrases of English and German.

87 Mackey, William F. 1965. Language Teaching Analysis. London: Longman.

Mackey's presentation encompasses several schools of linguistics and of methodology of foreign language teaching, and relates them to each other within a broad theoretical framework.

88 Marchand, James W. 1957-58. The Teaching of German Word Order--A Linguistic Approach. Language Learning 8.27-35.

The author employs an order-class model to account for German word order.

89 _____. 1961. Applied Linguistics: German: A Guide for Teachers. Boston: D. C. Heath.

The Introduction, by Simon Belasco, establishes a linguistic basis for foreign language teaching. Marchand presents the syntax, morphology, and phonology of German in capsule form, with brief suggestions for classroom presentation. The section on syntax is an elaboration of Marchand's 1957-58 article.

90 McCormick, Terrence C. 1976. The German and English Auxiliary Systems and Complex Predicates. Die Unterrichtspraxis 9:2.79-87.

McCormick presents a contrastive analysis of German and English predicates containing two or more auxiliary verbs, positing rules that pertain to their morphological shape, position, and alignment of governance.

91 Moulton, William G. 1962. The Sounds of English and German. Chicago: University of Chicago Press.

Contrastive phonology of English and German, with suggested exercises. Segmental phonemes receive thorough treatment, but the suprasegmentals--as usual--are given short shrift.

92 Moulton, William G. 1966. A Linguistic Guide to Language Learning. New York: MLA Materials Center.

Although directly primarily to the foreign language student, this contains many insights that will benefit the teacher. In describing what to watch for in the new language, Moulton presents a clear picture of language structure and design.

93 _____. 1968. The Use of Models in Contrastive Linguistics. In: Contrastive Linguistics and Its Pedagogical Implications, 27-38. (Monograph Series on Languages and Linguistics, 21.) Washington, D.C.: Georgetown University Press.

A statement of the orthodox structuralist orientation toward contrastive analysis, based on tried and proven instructional strategies.

94 _____, Hugh Campbell, Doris E. Kibbe, Albert M. Reh, Dorothy S. Rivers, and Kimberly Sparks. 1967. The Teaching of Reading. In: Foreign Languages: Reading, Literature, and Requirements, Northeast Conference on the Teaching of Foreign Languages, Reports of the Working Committees, ed. by T. E. Bird, 9-50. New York: MLA Materials Center.

Description of three approaches to the problems encountered in the transition from first-year to second-year courses.

95 Najam, Edward W., and Carleton T. Hodge, eds. 1966. Language Learning: The Individual and the Process. International Journal of American Linguistics 32, Part II.

Papers delivered at the 1965 Indiana University conference. The emphasis is on the psychological aspect of foreign language learning.

96 O'Connor, Patricia. 1960. Modern Foreign Languages in the High School: Pre-Reading Instruction. U.S. Department of Health, Education and Welfare Bulletin No. 9.

Behavioristic justification for withholding the written word from beginning language students, and hints on what to do until writing is introduced.

97 Olmo, Guillermo del. 1968. Professional and Pragmatic Perspectives on the Audiolingual Approach: Introduction and Review. FLA 2.19-29.

An attempt to evaluate theoretical models of foreign language teaching. The author is critical of any 'school' to the extent that it neglects the necessary ingredients of good teaching and effective learning.

98 Palmer, Harold E. 1964. The Principles of Language Study. London: Oxford University Press.

Reissue of a work that originally appeared in 1921, designed as a practical guide to foreign language teaching. It is remarkably up-to-date in its insights into the nature of language and language learning.

99 Parker, William Riley. 1954. The National Interest and Foreign Languages. Washington, D.C.: Modern Language Association of America.

This document was instrumental in awakening educators to the necessity of being able to communicate with other people, and in establishing public school language programs in the 50's and 60's.

100 Paulston, Christina Bratt. 1970. Structural Drills: A Classification. FLA 4.187-193.

Recognizing various levels of competence in foreign language learning, Paulston classifies drills under the headings mechanical, meaningful, and communicative.

101 Pfister, Guenter G. 1977. Objective Test Designs. Die Unterrichtspraxis 10:1.7-11.

Pfister suggests guidelines for accurately assessing students' progress in a beginning foreign language course, based on the MLA scoring design.

102 Politzer, Robert L. 1965a. Foreign Language Learning: A Linguistic Introduction. Englewood Cliffs, N.J.: Prentice-Hall.

A text designed for language students, discussing in a non-technical way what language is, how best to learn a foreign language, and the identification of learning problems.

103 _____. 1965b. The Macro and Micro Structures of the Foreign Language Curriculum. MLJ 49.99-102.

Discussion of the phases through which a given problem must progress in order for the student to control it. Supports early introduction of reading and writing.

104 _____. 1968. Teaching German: A Linguistic Approach. Waltham, Mass.: Blaisdell.

Demonstrations of how linguistics is applicable to specific learning problems in phonology, morphology, syntax, and semantics.

105 _____. 1971. Toward Individualization in Foreign Language Teaching. MLJ 55.207-212.

A general discussion of what individualized instruction is, and how it may be accomplished. Politzer contrasts Skinner's views of language acquisition with the so-called Cartesian view, and presents a case for focusing on the individual's needs and interests.

106 Postovsky, Valerian A. 1974. Delay in Oral Practice in Second Language Learning. MLJ 58.229-239.

A description of an experiment in which early oral practice is replaced by practice in aural comprehension, and in written responses to spoken stimuli. The results cast doubt on the effectiveness of pronunciation practice in

early stages of language learning.

107 Quilter, Daniel. 1966. Do's and Don't's of Audio-Lingual Teaching. Waltham, Mass.: Blaisdell.

A handy check-list for classroom procedures.

108 Reichmann, Eberhard. 1966. Motivation and Direction of Reading Assignments on the Intermediate Level. MLJ 50.256-260.

Reichmann outlines an effective approach to the teaching of literary texts in intermediate courses.

109 _____, ed. 1970. The Teaching of German: Problems and Methods. Philadelphia: Karl Schurz Association.

Anthology of articles and book chapters that bear on the teaching of German to Americans.

110 Rivers, Wilga M. 1964. The Psychologist and the Foreign Language Teacher. Chicago & London: University of Chicago Press.

A thoroughly documented critique of the audiolingual approach and many of the assumptions upon which it is based, in the light of learning theory and Gestalt psychology.

111 _____. 1966. Listening Comprehension. MLJ 50.196-204.

Ability to comprehend the spoken language does not follow automatically from oral practice, but must be cultivated separately; the author suggests techniques for achieving this.

112 _____. 1968. Contrastive Linguistics in Textbook and Classroom. In: Contrastive Linguistics and Its Pedagogical Implications, 151-158. (Monograph Series in Languages and Linguistics, 21.) Washington, D.C.: Georgetown University Press.

Rivers argues for focusing attention not only on contrasts between the native language and foreign language, but also on the manner in which elements of the foreign language function within their own system.

113 _____. 1968. Teaching Foreign Language Skills. Chicago & London: University of Chicago Press.

A practical guide to teaching foreign languages, with historical and theoretical background. Rivers examines the advantages and disadvantages of the audiolingual approach.

114 _____, Kathleen Mitchell Dell'Orto, and Vincent J. Dell'Orto. 1975. A Practical Guide to the Teaching of German. New York, London, & Toronto: Oxford University Press.

A rich source of facts, hints, insights, and strategies aimed at bridging the gap between mechanical manipulation and genuine communication. Obligatory reading for German teachers.

115 Ryder, Frank G. 1965. Literature in High School--A College Point of View. The German Quarterly 38.469-479.

The author explores the disparity between the student's linguistic competence and his literary sophistication, and suggests ways in which the latter may be exploited and developed in the foreign language course.

116 Saporta, Sol. 1965. Review of Lado 1964, in Language 41.547-551.

A largely negative critique of Lado's book, with suggestions as to what one might expect from a book with the title Language Teaching: A Scientific Approach. Criticism is directed mainly at Lado's acceptance of unsupported (unscientific) assumptions that had become associated with audiolingual doctrine.

117 Sander, Volkmar. 1974. German Culture: A Course Outline. Die Unterrichtspraxis 7:2.123-134.

An outline for a seminar on German cultural history and social institutions, with complete sample lesson, test, and selected bibliography.

118 Scherer, George C., and Michael Wertheimer. 1962. The German Teaching Experiment at the University of Colorado. The German Quarterly 35.298-308.

Brief summary of the experiment described in detail in the authors' 1964 publication.

119 _____. 1964. A Psycholinguistic Experiment in Foreign-Language Teaching. New York: McGraw-Hill.

Description of an experiment designed to compare the audiolingual approach with the grammar-translation approach, in first and second year college German courses. The results are surprising, or not surprising, depending on your theoretical persuasion.

120 Schipporeit, Luise, and F. W. Strothmann. 1970. Verbal Tenses and Time Phrases in German. Die Unterrichtspraxis 3:1.26-49.

A contrastive semantic study of German and English time expressions and their formal features.

121 Schmitz, Werner. 1961. Der Gebrauch der deutschen Präpositionen. (Deutsche Reihe für Ausländer, C:1.) Munich: Hueber.

A list of German prepositions; each one is specified for semantic features (locative, temporal, instrumental, causal, etc.), priveleges of occurrence with other parts of speech, occurrence in idioms, with examples.

122 Schulz, Renate A. 1977. Discrete-Point versus Simulated Communication Testing in Foreign Languages. MLJ 61.94-101.

Description of an experiment designed to determine the relative benefits of objective test items as against free-response items.

123 Stack, Edward M. The Language Laboratory and Modern Language Teaching. Revised edition. New York: Oxford University Press.

The selection, construction, administration, and use of language laboratories, and their proper relationship to what goes on in the classroom.

124 Stanislawczyk, Irene, and Symond Yavener. 1976. Creativity in the Language Classroom. Rowley, Mass.: Newbury House.

Suggestions for various classroom activities fostering creative communication.

125 Stein, Jack M. 1965. Language Teaching and Literature. The German Quarterly 38.436-439.

An essay on the advantages of audiolingual techniques as preparation for the study of literature.

126 Stevick, Earl W. 1974a. Language Instruction Must Do an About-Face. MLJ 58.379-384.

Stevick describes the difference between defensive learning and receptive learning; the former is a reaction to the 'controlling' teacher, while the latter is cooperation with the 'nurturing' teacher. Pedagogical method is not so important as personal attitude.

127 _____. 1974b. The Meaning of Drills and Exercises. Language Learning 24.1-22.

Application of Transactional Analysis to drills, their effect on students' ego-states, and suggestions on how this might be used effectively. This is basically the habit-vs.-creativity issue, stated in terms of Games People Play.

128 _____. 1976. Meaning, Memory, and Method: Some Psychological Perspectives on Language Learning. Rowley, Mass.: Newbury House.

In this study of the group dynamics of the foreign language class, Stevick investigates the structures of classroom procedures and how they are perceived by students and teacher. He formulates a set of psychodynamic principles of language learning and teaching, and tests them against several well-known methods of instruction.

129 Strevens, Peter. 1965. Papers in Language and Language Teaching. London: Oxford University Press.

A collection of twelve papers presenting Strevens' views on language teaching.

130 Twaddell, W. Freeman. 1962. Does the Foreign-Language Teacher Have to Teach English Grammar? PMLA 77.18-22.

Twaddell explains the difference between those aspects of English grammar that are necessary in a foreign language course, and those customarily treated in English courses.

131 _____. 1963. Foreign Language Instruction at the Second Level. New York:

Description of the problems and features of second-level language learning, prepared for use in conjunction with the author's high school materials. Twaddell explains the concept of 'temporary vagueness'.

132 _____. 1968. The Durability of 'Contrastive Studies'. In: Contrastive Linguistics and Its Pedagogical Implications, 195-201. (Monograph Series on Languages and Linguistics, 21.) Washington, D.C.: Georgetown University Press.

An essay on the futility of expecting foreign language pedagogy to follow linguistic or psychological fashion. Required reading for anyone who claims allegiance to any 'school' of linguistics or psychology and still expects to be an effective teacher.

133 Valdman, Albert. 1966. On the Primacy of Writing in French: The Primacy of Speech. MLJ 50.468-474.

Valdman argues that what may be true from the standpoint of linguistics is not necessarily valid in language teaching.

134 _____, ed. 1966. Trends in Language Teaching. New York: McGraw-Hill.

Theoretical and practical papers by linguists, psychologists, and language teachers.

135 Valette, Rebecca M. 1965. Oral Objective Testing in the Classroom. The German Quarterly 38.179-187.

How to construct and administer oral tests.

136 Voyles, Joseph B. 1967. German Noun and Adjective Compounds. Language Learning 17.9-19.

Voyles presents lists of rules for deriving compounds from underlying phrases, the purpose being to give the student some control over productive operations in the formation of words.

137 Walsh, Donald D. 1965. What's What: A List of Useful Terms for the Teacher of Modern Languages. 3rd ed. New York: MLA Materials Center.

A glossary of professional jargon, with bibliography.

138 _____. 1966. Advice to the Language Learner. MLJ 50.260-263.

Practical advice to the student on how to learn a foreign language effectively. This originally appeared in PMLA 80 (1965), A8-A10.

139 Wardhaugh, Ronald. 1974. Topics in Applied Linguistics. Rowley, Mass.: Newbury House.

A collection of general, often elementary essays for the non-linguist. Of particular interest are the five chapters of Part IV, 'Linguistics and Second Language Teaching', and chapter 15, 'Contrastive Analysis'.

140 Weiss, Gerhard H. 1971. The Language Teacher--An Interpreter of Culture. Die Unterrichtspraxis 4:1.36-42.

The author presents a persuasive case for the teaching of culture in its broadest sense; he suggests specific topics and approaches, for secondary schools and colleges.

141 Wilkins, D. A. 1972. Linguistics and Language Teaching. Cambridge, Mass.: The MIT Press.

A primer for the non-linguist. Wilkins delineates the applicability and non-applicability of linguistics to the teaching of foreign languages. His point of view is that of the transformationalists, but his presentation is non-polemic and appropriately eclectic.

142 Zeydel, Edwin H. 1964. The Teaching of German in the United States from Colonial Times to the Present. The German Quarterly 37.315-392.

A thorough account of the history of German teaching in this country.

143 Zimmermann, Rüdiger. 1972. Subjektlose und intransitive Sätze im Deutschen und ihre Englischen Äquivalente. International Review of Applied Linguistics 10.233-245.

Contrastive feature analysis of sentences like Mir ist kalt = 'I feel cold'.

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